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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI.

ST. LOUIS, MARCH, 1878.

No. 3.

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—The State Normal Schools at Kirksville, Warrensburg, and Cape Girardeau, are in a most prosperous condition.

—The Iowa Legislature will not change their school law except to improve it. The County Superintendency and the Normal Institutes will be triumphantly sustained.

NO UNCERTAIN SOUND.

MAJOR CARLETON, County School Commissioner of Pemiscott county, is publishing in the Southeast Statesman a series of articles for the benefit of those living in the unorganized territory of his county. After stating the several steps necessary to effect an organization, he says:

"Now you have a commencement. The next important thing to be done is to select a qualified teacher. For Heaven's sake do not employ a THING because you can get him cheap. If you do, you will find out when it is too late that he was a dear bargain. Above all things, do not employ a drunkard. It matters not what his literary qualifications are, do not hire him. If he is addicted to habits of intemperance he is not a proper person to teach your children. And again, if his morals are at such a low ebb, and his education so deficient that the County Commissioner refuses to issue him a certificate, in God's name let not the parents sign a petition requesting him to give such a man a certificate, thereby legally qualifying him to spend his time in their school house, among their children, six hours per day for a period of four months, burlesqueing one of the most honorable and important callings in the civilized world.

Hire a competent teacher, pay him good wages, set him to work in a good, comfortable school house, give him your aid and assistance, visit his school, as the law requires you to do, encourage him and your children in the great work, and, my word for it, you will never have cause to regret your action."

Major Carleton is an earnest supporter of popular education, and a live man. His articles are worth much to teachers and school officers of Southeast Missouri, and to the cause of education in this State.

C. H. D.

How could our brethren of the New York *Observer* find it in their hearts to annihilate us in this way?

"The *American Journal of Education*, in a notice of the New York *Observer*, speaks of the 'changing vicissitudes of life,' and spells both words wrong. We can excuse these mistakes only on the ground of excitement caused by the reduction of the salaries of the school teachers."

Among those who know how well we can spell (!) this will not hurt us. But there may be several of the readers of the *Observer* who do not know! We make mistakes in spelling? Perish the thought!

Go to, now, Mr. Compositor, and nevermore lay us open to a broadside like the above, (even if you do not follow copy). Such charges make us ready to adopt the "fonetik sistem"! "We" not know how to spell!

The *Observer* brethren will please mail us a regular old *orthodox* "blue-back" spelling book, post-paid, and we will forgive them!

"CADMUS," who edits a very readable column in the *Cash Book*, says:

"It is now certain that institutes will be held next season in Cape Girardeau, Wayne, Perry, Stoddard, Dunklin, St. Francois and Pemiscot counties. There may be others, also."

He further says:

"It is very gratifying to see the readiness with which the editors of Southeast Missouri grant columns in their papers to the teachers. As far as we know, not one has objected."

We, too, are glad to see the interest the editors of the State are now manifesting in this subject.

The teachers everywhere are creating an intelligent constituency for the editorial fraternity, who will demand and be able to pay for good local papers.

Push on the column!

TAXATION AND REPRESENTATION.

—In South Boston women pay taxes on property amounting to nearly five million dollars. Yet these women have no voice in electing the men who are to expend the public money, or in passing the measures which call for its expenditure. In the whole city of Boston taxes are levied on *ninety million dollars* belonging to women.

TEACHERS' INSTITUTES.

ARRANGEMENTS for five or six institutes in the Southeast, during July and August have been made. Our corps of instructors at present consists of N. B. Henry of Oak Ridge High School, D. C. Roberts of the Southeast Normal, T. G. Lemmon and S. C. Bond of the Perryville Grand School, and the writer.

We greatly desire to have an institute in each county in this Normal District. We desire to see every teacher in attendance, and that to work. We want *practical* work-work that will tell for good upon every school in each of our counties. In the three or five days during which these institutes will be in session, there will be no time for fanciful theories or split-hair differences.

A good programme of each day's exercises should be arranged and published several weeks before the institute. It was recommended at our late Association that the committee, consisting of the school commissioner of each county, N. B. Henry, as President of the Association, and the Principal of the Southeast Normal, should make all needed arrangements for institutes. We hope every commissioner to whom a copy of this paper is sent, will let us know immediately whether or not our assistance is needed. This is written to let you know that we are willing and anxious to aid you in any way we can.

C. H. DUTCHER.

SOUTHEAST NORMAL.

In the whole State of Massachusetts 34,000 women pay taxes on their own property. These women are mostly of native birth. They have received American education and are trained in progressive ideas. They represent responsible thought. What a power for political good would be these 34,000 women in the town and municipal elections, if they could vote.

GET up some enthusiastic educational meetings in your several school districts, and have the matter of "estimates" for the next school year talked over.

WHAT is the condition of the school funds for 1878-9 in your district?

A TEACHER OR NOT?

WE shall wait many years before we shall find any better model for a teacher than Socrates, "whom the wise Athenians put to death," and no work would more richly repay the professional teacher, even in this country and at this far distant time, than a thorough study of the Socratic Dialogues.

Till our teachers learn the wisdom of drawing from such fountain heads rather than from empirical theorists, we shall not see much improvement in the art of education.

We would to-day briefly speak of one of the most marked characteristics of the method of Socrates, and say that it seems to us the majority of teachers are very decidedly different from him. It is the position which he always took of being himself a searcher after Truth, and as ignorant of where she was to be found as any of his pupils.

He as well as his pupils are to go on the search together, and though he may hold the thread of the discourse firmly in his own thought, and guide the inquiry as he will, yet to those who listen he seems to be as eager as they to find the hidden Truth, as much puzzled by the doubts which ever and anon start up, and as delighted as the youngest of his auditors when she is at last discovered, or even when one ray of light breaks forth from her hiding-place.

In opposition to this method of becoming only the leader of a pioneering band, most of our modern teachers take one of two positions: Either they relate the story of previous explorations, the pupils looking on and admiring the skill, or they make the pupils do all the work, and they simply pronounce upon results. This latter we might say, in passing, is the stand-point of the Harvard Local Examination for Girls.

Now we submit that neither of these two positions is that of a teacher. If we try to imagine Socrates assuming the first, he becomes one of the Sophists, and is thinking more of displaying his own acquisitions, for applause, than of the Truth which he pretends to serve, or of the good of the young men who stand around.

"The hungry sheep look up, and are not fed."

If we place him in imagination in the second position, he at once seems to be occupied principally in making out percentages. In either case, he is no longer Socrates.

Now, just the position which Socrates took is the one we need in our teachers of every grade. They should never try to elevate themselves into a fountain of knowledge; neither should they allow themselves to be degraded into machines for compiling statistics of dead results. The teacher, though seeing clearly the end to be attained, and the road by which that end is to be reached, should always present himself to the pupil as a new seeker, and if he is not sufficiently in harmony with the mind of the pupil honest-

ly to share his pleasure at every new discovery, or if Truth is not so dear to him that every new sight of her, though in forms long familiar to himself, does not give him real pleasure, then indeed he has mistaken his vocation, and is not worthy to reckon himself one of that band of whom Socrates is the acknowledged chief.

REDUCING SALARIES.

THE salaries of our teachers ought not to be reduced.

This subject is attracting the attention of the best people, and the largest tax-payers, all over the country.

Cheap, or low priced teachers, are not profitable.

The child has only a few years at most to prepare for the duties of citizenship—the duties of business life—the duties of legislation.

A large mass meeting was held, says the New York *Evening Post*, at Cooper Institute, to protest against the proposed reduction of teachers' salaries in New York.

Mr. Cyrus W. Field presided.

Among the persons on the platform were John T. Agnew, J. H. Choate, President Webb of the College of the City of New York, L. N. Fuller, President Hunter of the Normal College, J. H. Day, David D. Knapp, Professor Morales, Edward Schell, and others. Mayor Ely was present during a part of the evening, and several of the Commissioners of Education were among the audience.

Resolutions were read by General Geo. W. Palmer, and unanimously adopted, declaring that the present attempt to reduce the salaries of hard-worked teachers arose from ignorance of the true merits of the school system. It was second to no system in the world; and while the people were demanding economy in all public expenditures, they would condemn anything that tended to arrest the progress of free education. This attempt to reduce the teachers' salaries was unwise, detrimental to the advancement of the schools, and to the best educational interests.

Gen. Palmer read letters from Peter Cooper, Roswell D. Hitchcock and William Cullen Bryant, expressing regret that they could not be present, and declaring the utmost sympathy with the object of the meeting. The following extract from the letter of Mr. Bryant, editor of the *Evening Post*, will be read with interest.

He says "we want the ablest and best men and women in the community to engage in the vocation of teaching."

If we get the ablest and best, they must be paid for their work.

Read the letter, and show it to your school directors and trustees:

"To Cyrus W. Field, Esq.:

My Dear Sir: It is not convenient for me to attend the meeting called for this evening to protest against the reduction of the teachers' salaries in the public schools. But I am heartily with you and other gentlemen who remonstrate against this proceeding.

We want the ablest and best men and women in the community to engage in the vocation of teachers. To reduce their compensation will cause many of this class to resort to other occupations, and will prevent many of them from devoting themselves to the instruction of our youth. In this way it will cause the degeneracy of our school system, and have a most injurious effect on the generation which is to take our place on the earth." WM. CULLEN BRYANT.

BETTER THAN MONEY.

PARENTS begin to realize the fact that the children must be educated, in order to hold their place and position in society. There is a tendency strong as the growth and development of the physical being, that the mental and moral powers of the child must be cultured.

We state that which the experience of every man confirms when we say that all honorable, even ignorant and unlettered parents, take great pride in the education of their children. Few sacrifices are too great, when thereby such a boon is to be secured.

The changeless purpose, the unflagging zeal, the laborious and often painful effort, the generous, noble, unselfish self-sacrifice, with which this cherished object is pursued by all classes of society, even the humblest, rises to a height of sublimity second only to that of the impulse which causes the mother to devote her whole being—every power, and all the strength of mind and body—even life itself—to the protection and well-being of her offspring.

The fruits of years of anxious toil and painful labor are freely dedicated to the education of their children. Why is this?

There can be but one answer. It is because of the impression, deep-seated and ineradicable, that education confers great advantages upon the child, and fits it not only the better to enjoy life but also to discharge its duties to society. Is this impression well founded? Is this opinion correct? If not, then is our intelligence less reliable, and baser, than the instinct of the brute. Almost universally is education considered the richest inheritance a father can bequeath his child.

THE WAY TO DO IT.

ASCHOOL of eight months duration is certainly a great improvement over one continued but three months—better for the pupils, better for the parents, better for the State, better for the teacher.

The State Superintendent cites the following instance of an eight months school, and tells how to secure it.

We think nine out of ten teachers can, by using the same means, accomplish the same result.

The State Superintendent says:

"If the best and most successful business men among the citizens of school districts would accept and fill the responsible official positions, and

manage the public business pertaining thereto—which is also partly their own—with the same careful forethought and prudence, and upon the same sound principles of political economy which characterize their management of their exclusively individual affairs, the schools would not only cost less, but would have infused into them new and vigorous life, and be, in every sense better and more desirable. In confirmation of this view, I cite the statement of one of the directors of a district in Franklin county. He assures me that an eight months' school has been maintained in said district for the last two or three years, for about the same amount it had previously cost to support a four months' school."

BETTER YET.

Following this advice, a leading educator in Ralls county tells how they have for two years had a ten months' school:

"In this township, after much discussion and experimenting, we became satisfied that cheap teachers and short terms don't pay. We want to educate our children. For two years each district in this township has sustained a ten months' school each year, and has paid teachers from \$50 to \$70 per month. The results are eminently satisfactory."

Of course the results are *eminently satisfactory*. If our teachers and school officers will confer together, get up a few meetings, explain the advantages to the people of a ten months' school over a three months term, there are comparatively few districts in the State that could not insure a school eight or ten months.

Why don't the teachers work it up? It can be done, and this is the way to do it.

FARMERS' CLUBS.

ADOZEN or more farmers meeting once a week or once a fortnight for discussion and to inspect stock, crops, buildings, &c., cannot fail to help each other to be better farmers. The coming together for any laudable object, and remaining together two or three hours, is of itself a benefit, as it tends to assimilation, sociability and friendship between neighbors. It is natural for people to associate together, and if elevating, intellectual, moral and beneficial objects do not occupy their attention when together and stimulate them to assemble, degrading, sensual, immoral and injurious objects often will. Such clubs, then, are beneficial, in that they tend to keep men from getting together for worse purposes.

Farmers' clubs are beneficial in that they stimulate the members to study, research and meditation. The object of a good common school or collegiate education has hardly begun to be realized when the student graduates, or by the boy or girl who leaves the school-room for the last time. The studies they have attended to are of little importance of themselves, only as they have conducted to mental development and discipline; and he

whose mental and moral development and discipline is the most perfect, is the most useful and happy man, and the best prepared to meet, control and enjoy the stern realities of life. Every facility for the attainment of this should be sought and embraced. The saying that "Knowledge is power," was never more true than to-day, and "Know thyself" is a dead letter without study, energy and experience. These clubs cannot be gotten up and sustained without some effort, neither can any useful enterprise, but the effort required is not great in proportion to the value of the object. Aside from the agricultural information that may be gained by such association, it will make families of the same town better acquainted with each other; create a bond of sympathy and interest, and promote those delightful social relations which ought always to exist among a rural population.

CHILDREN'S READERS.

PERHAPS there is nothing more difficult in the whole range of educational work, than to supply suitable material for the Readers which children are to use. Very few persons are capable of entering into the realm of a young child's thoughts sufficiently to write for him. As a general rule, the stories which are written especially for the purpose of forming a part of a Reader are not what are wanted.

Their most common fault is that the writer was thinking more about the length of the words and the comparative difficulty of the spelling than she was of the interest of the pupil in the subject matter.

Now no child will read well and pleasantly any piece in which it takes no interest. It is not, in this point of view, the length and difficulty of the words that prove a stumbling-block, so much as words which are unfamiliar. If an article speaks about a person being "on the tip-toe of expectation," or "racked with anxiety," or "engaged in a useful avocation," the child will not read it well, for these words convey to him no idea. The words are certainly to be considered. But let the words be simple, or at any rate familiar, and even then we need something more: that is, the child demands something more.

To his mind as well as to ours, a logical development is necessary. We may read the "Romaunt of the Rose" or even the "Faire Queen" of Spenser for the imagery, the music or the isolated descriptions; but after all, we are conscious that as far as the story goes, it is a miserable sham. We might as well stop in one place as another, or begin at the middle as well as at the beginning, for there is, except within very narrow limits, no logical sequence of events, no real cause and effect relation. One dragon is as good as another, and might as well have made his appearance in any other place as in the one in which he came forward, and under any other circumstances. The story has no point to it.

Now children's stories should also have a beginning, a middle and an end. They need a plot as much as the works for older people, and they do not like them when this condition of unity is not fulfilled.

To tell a long rigmarole about two children who went out, nobody knows why, and walked in the field, nobody knows where, who caught a butterfly and showed it to their mother, and then went home and went to bed, is not telling a story. And when after working through it, a bright child comes to the so-called end with an upward inflection in her voice, turns the pages for more, and then asks in a disgusted tone, "Is that all?" we feel inclined to say with her, "I don't think that's much of a story."

The best children's stories are from the German, from Hans Christian Andersen, or from the "Arabian Nights." We have not yet produced anything equal to them. They are real stories—not mere successions of events, and hence they are immortal.

Children do not especially desire stories about children, and what American children most certainly do not like, and do not profit by, are stories of what are called the "goody-goody" kind. They never believe in them, and they unerringly detect the ring of false coin.

The stories which they like and enjoy must have Aristotle's three unities as much as the highest examples of the drama.

But they must also be written in pure English, without a touch of slang words, and these words must be in well balanced and harmonious sentences. The child is annoyed and fretted by unbalanced sentences, though he cannot tell why. He wants the sentence to "sound well" when he reads it. The sentence again must be of no complexity, for then he, like old Father Taylor "loses sight of his nominative case," and unlike that eminent preacher, is not at all sure that he is "bound for the kingdom of Heaven" or any other place of rest.

We said that it was difficult to write stories for children. We think we have proved our position, if we have made it clear: first, that as to matter the author must be perfectly conversant with the state of development of the child's mind; second, that she must have the talent which would be necessary to plan and arrange a drama or a novel; and third, that she must use as form, only "pure English, undefiled."

USEFUL HINTS.

THE Publishers' Weekly puts it in this way:

"The broader a man is the more is his enjoyment; and no man should feel at his ease until he has accumulated about him some reasonable representation of the great authors who appeal to every person of average intelligence. It is astonishing how good a little standard library, a hundred dollars, say, will buy: and although a hundred dollars, especially in dull times, is a good deal of money, yet, if

a man buys one good book a month, it is not long before he has the beginning of a collection of books of which he may be proud, and which will be of lasting good and wide enjoyment to him.

Such a library should include a popular cyclopædia; a dictionary, which nowadays, is almost a cyclopædia in itself; some guide to English literature; Shakespeare, of course; a few of the best American and English poets; some of the fascinating essays of Macaulay; one or two good histories; representative novels from Dickens and Scott; two or three good books on popular science and natural history; a few religious classics and popular expositions—and the like. And such books as these are now to be had wonderfully cheap—in editions that, while cheap, are also scholarly, comfortable, and durable.

If the young men, and the elder ones too, will put the money spent for beer and tobacco into good books for a few years, an incalculable amount of good to themselves and the world would be the result.

Try it for a year—for ten years.

ALONE?

NO teacher, no guardian of the young, can do his work perfectly if he stands too far aloof and alone, knowing little or nothing of a pupil's habits and tastes, helps or hindrances, troubles or pleasures, condition or prospects, except what can be learned in the school-room.

No teacher has the right to end his work and thought and sympathy with the school hours. Hardly a day passes that something does not occur of a nature to demand that you should inform or be informed by the child's parent more fully, in order to secure the best results in welfare and enthusiasm of your pupil. See the child privately. See the mother and father at home. Ask them to call on you in school. Unite them all to help the pupil onward.

Alone, you are single-handed in labor and in result. Unite the resources of all others around with your own, till you have ten families, or twenty, or thirty, as zealous, and fervent, and steadfast to aid you as you are to succeed. "Many hands, light work." Union is strength in morals and culture as everywhere else, as was well illustrated by Miss S—, a teacher in—. She had a summer school, and a big boy in it, who was lazy at books, busy at play, and a trouble to the school, for a few days at first.

Miss S— surveyed the situation, and matured her plan.

The big boy was required to fulfill some usual duty of study, but, as he failed to do it, was told he must do it after school, to which he replied that he "would not do it, and she could not make" him.

Miss S— went on with the next lessons as usual, but took the first opportunity to send out, quietly, a message to Mr. W—, School Committee, to come right over to the

rooms, as he was much needed. He came in a few minutes. Miss S— laid the case before him clearly.

Committee was on her side, and embodied the majesty of the State in his attitude.

"Direct George again to do it," said he; and she did so. George made no reply nor sign of obeying.

Committee walked to George, took him, and held him with ease, firmly.

"Now, Miss S—, strike him with your ferule, one, two, three—good strokes."

George struggled, and wriggled, but in vain. Whack! whack! whack!!! It was enough—a pause.

George in tears of helpless rage and dismay, out-generalized by the little lady, overwhelmed by the power and firmness of the man's toil-hardened and sinewy grip, was bisobedient no longer, but a hearty penitent.

From that day Miss S— had two very devoted friends—none more so—the school officer her ally, and the big boy transformed into a respectful—yes, and affectionate pupil—a good example to all the younger ones.

What could she have done alone? The school might have been injured or ruined.

Do it alone if you can, but do it. Your whole duty, especially by the energetic, the vigorous, the enthusiastic,—by the discouraged, the dull, the thick-headed, the hard-hearted,—for these can be made your most valuable and most delightful allies.

Levy on all the talent, and authority, and good influence, and sympathy of your own district—aye, and far beyond it. "Be sure you are right, then go ahead," is as good a motto for you as for Col. Crockett.

Ally yourself with God and all the good, if you are bent on success in raising good citizens, and the benefits your course will enure to all among of whom you are really laboring, not merely staying.

NEW IDEAS—NEW METHODS.—The effect of mingling with new people, who have new ideas and new methods, is very salutary. Always to see the same people, do the same things, feel the same way, produces a stagnant condition of the mind and heart that is very distressing to behold. There are thousands of invalids who might be greatly benefited by getting away from home, if only for a short time, to mingle with strangers, and to be touched with the magnetism of the great world as it courses in its accustomed rounds. And there are mental and moral invalids who need the same change, to get their minds and hearts enlarged, and let in a little more of the great light of life. Outside influences are very valuable to those who at home have been very well trained by healthful influences in early youth, so that they can avoid the snares and pitfalls into which others so blindly often fall.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION.

SOUTHEAST MO.—BAD PRACTICES.

County Commissioners have said, "The directors of a district, and other citizens, come to me with a petition stating that Mr. Stupid has taught their school successfully for several terms,—that they want him again ('bad'),—that they don't want anybody else, and that if they did want some other teacher they couldn't get one, etc., etc., and ask me to grant said Stupid a certificate, and I can't get around it very well."

I would reply :

Yes, you can get around it, excellently well. Hedge them round about with the law, talk a little straightforward common sense to them, show them that fairness which is born of right, and you will not have much difficulty in penetrating the thin shell of popular sympathy which the wily teacher, in the back-ground of this demonstration, has worked up. You must get around it, or you suffer that injury to befall your county which it is in your power to prevent.

By way of reminder that these things have happened in Southeast Missouri, let it now be stated that Hon. Geo. W. Carleton, Commissioner of Pemiscot County, published in the paper he was editing that just such petitions were presented to him, and that directors and others might take notice they were unavailing:—that he did not intend to grant certificates except to those proving worthy, on examination.

The advice is here given to all commissioners who have made this mistake, that it is not necessary to repeat the error. Notify those undeserving teachers that they will not be granted certificates when those they now hold expire, unless they shall have studied the branches named in the law, and shall pass satisfactory examinations. The condition existing in places is a sore which has festered from neglect, and it may be is "a desperate disease which requires heroic treatment"; but the knife is not dangerous, usually, in skillful hands.

The bad practices of county courts have worked incalculable injury to the school interests of their respective counties. They have not exercised that prudence in the management of school funds which was necessary to preserve them and prevent losses.

They have not watched over the collection of fines, forfeitures and penalties, etc., nor required their investment in permanent funds, when collected.

They have not required the proper collection of taxes, nor settlements by collectors. By these neglects crippling the resources of districts and creating discouragement.

They have distributed the public moneys to districts, annually, without requiring the evidence that public schools have been taught at least three months in the year, for which distribution is made,—thus taking away one of the strongest incentives which the law and the constitution furnish district officials to discharge

their duties. Thus, too, it has frequently happened that the public moneys have been diverted from their legitimate uses, and private interests have absorbed what belonged by law and every right to the public.

The field is not fully explored or surveyed; but let the enumeration of "bad practices" end here. A recapitulation shows:

That teachers (so-called) have been incompetent.

That district clerks and directors have sadly neglected their duties.

That county commissioners have disregarded the law.

That county courts have violated their obligations.

That the people,—a power which can and which will, ultimately, correct every evil which affects its interests,—by their indifference and neglect exercised a pernicious influence on the public officials.

Under such circumstances, who could have expected enthusiasm, improvement, progress, benefits, or even life? But these things are changed, or rapidly changing. Let us seek for the salutary influences at work.

R. D. S.

WHAT SHALL BE DONE?

WE invite attention to the following article, which we clip from the *St. Louis Republican* of late date:

"Editor Republican:

In your Sunday's edition is an editorial with the caption, "Popular Education," which is, as I think, calculated to beget opposition to our system of public schools.

To be sure, I must admit that this feeling is more likely to grow out of what is not said, than from that which is said.

The language implies that our system of education is tending toward the teaching of too many branches in our public schools.

For my part, I have long thought our system is entirely too much restricted in this respect, and especially in the public schools of Missouri, which are, as a general rule, far in the rear of those of the States which have had the longest, and I may say, the best experience in this matter.

In our present constitution (Art. XI, Sec. 1), the declaration is made that "a general diffusion of knowledge and intelligence (is) essential to the preservation of the rights and liberties of the people."

In accordance with this declaration it is made the duty of the General Assembly to "establish and maintain free public schools for the gratuitous instruction of all persons" within certain ages.

Nothing is said in our constitution as to what shall or may be taught in our public schools. That evidently was intended to be left to the decision of those into whose hands their direction and government might fall.

This, as I think, was wisely done, because it permits the adoption of a curriculum suited to the various com-

munities in which public schools may be taught. Under this provision each community determines for itself what branches shall be taught in its schools. Accordingly we find that in the least cultured communities the branches taught are very few. In the more cultured they are more extended, and in the most cultured we find these branches the most extended.

Unquestionably, the ruling element in St. Louis, the element that gives direction and tone to our public school system, is superior in culture to that of any city or section of the State. Hence we find in the public schools of St. Louis a more extended curriculum than anywhere else in the State.

The question whether "we are beginning to extend the public school system beyond its proper sphere" must therefore arise in St. Louis, if anywhere in the State.

Is any branch of learning taught in our schools which ought to be omitted?

I do not think there is anything taught in these schools that might not be taught in any and every schoolroom in the State, provided the school district could, without oppression of the tax-payers, command the means for doing this.

The constitution, as already quoted, asserts that "a general diffusion of knowledge and intelligence (is) essential to the preservation of the rights and liberties of the people." It also provides that "all persons between the ages of six and twenty years" shall be the beneficiaries of our public school system, if they so desire.

Now, no person, I presume, will pretend to say that any boy or girl of ordinary capacity may not acquire a knowledge of all the branches taught in the highest grades of our public schools long before the attainment of twenty years in age. Neither do I apprehend that any one will assume that a thorough acquaintance with all the branches taught in our lower grades of schools would be the attainment of such "knowledge and intelligence" as is contemplated in the language of the constitution.

Past legislation and the existing educational status of the State go to show that it is not. Outside the several high schools in the State, we have our Normal schools, schools of mines and metallurgy, of agriculture, Lincoln college, for colored pupils, and the State University, for both sexes. These are all public educational institutions, and all are largely supported at the public expense.

Is there "a growing impression" among the people of this State that these institutions should be abolished as State institutions, or the curriculum of either of them restricted?

I hope not. I know there is some opposition, much too large, as I regret, to granting support to these higher institutions. But there is no little opposition in the State to any and every system of education at the public expense. But I do not believe

this opposition is on the increase. On the contrary, I have reason to believe it is decreasing.

We all know that our educational institutions of every class, in so far as they are supported by the State, are supported by all the tax-payers in the State. This being admitted, let me ask, why should any son or daughter of any tax-payer be deprived of the benefits to be derived from education in these institutions?

I know it will be said no one is precluded from these benefits. But this, I am sure, cannot be maintained. On the contrary, I may safely say that not one pupil in five hundred, even of those sufficiently advanced in education to enter any high school in the State, can enter the State University, if ever so desirous of doing so.

Why? Because not one in five hundred has the pecuniary means of doing so.

A recent report of the president of Harvard College shows that the least a student can live on is \$499 per annum, including in this boarding, tuition, books, clothing and incidental expenses. Of course, this supposes the student away from home.

What, then, should be done, what does our constitution require to be done, for a youth under twenty years of age, desiring a high order of education, and yet without the pecuniary means of acquiring this by leaving his or her home?

I suggest that facilities ought to be afforded in every school district in the State, where that can be done without oppressive taxation. So, wherever the ability exists, the public duty exists for providing for the highest order of education known in the State for all the youth of the State.

St. Louis and the larger cities in the State, cannot therefore rightfully escape from the performance of this duty, because they have the ability to discharge it.

Nay, more, when we come to realize the enormous amount of money annually sent out of the State to educate youths residents of the State, it will be admitted that interest and duty combine to insure this being done. And I may add that, in my opinion, "the growing impression" is that this ought to be done. I know that some few will denounce this proposition. But is there any good proposition that some few will not denounce?"

Poverty is not the worst thing in the world. Sin is the worst thing in the universe. Make a dead fight to pay your debts and keep your integrity.

No man comes to his best development of manliness till he has looked the wolf out of countenance. It is a heavy strain on your nerve, but it is one of God's processes.

It will pay to read carefully the official department of the JOURNAL. The State Superintendents give valuable and practical information.

In all nine editions

AMERICAN JOURNAL OF EDUCATION.



THE ATLANTA CONVENTION.

We are glad to lay before our readers the following extract, which we find in the *St. Louis Daily Times*, from the address of General John Eaton, made at the recent educational convention held at Atlanta.

We hope our teachers will familiarize themselves with these facts, and get them into the local papers.

The tax-payers need to be better posted, and our teachers in furnishing a column of interesting items for the local papers, talk to two or three thousand—a good audience, and one that needs to be reached, and one that in this way can be reached effectively.

General Eaton said:

"You have asked me to speak at a delicate point. My friend, Colonel Trousdale of Tennessee, has introduced a resolution, in very kind terms, referring to the work that is under my supervision so far as the office at Washington is concerned. I say so far as the office at Washington is concerned, because a very limited portion of the work is performed there. The greater part is performed by the different State and city officers, and those of the institutions of education in the different parts of the country. The office at Washington is hardly more than an educational clearing house, which receives, indexes and journalizes the facts in regard to education in this country, and, to some extent, throughout the world. I am very grateful for these sentiments personally, and as you have asked me, perhaps I am in duty bound to explain somewhat the different work there. And yet I will occupy but a moment. To give a history of the work will be the easiest way, perhaps, to say what I would wish to say. When I entered upon duty there were two clerks. There were not an hundred volumes belonging to the public. The number of clerks has been increased from time to time somewhat, and the number of publications in the library very largely. So far as I know, to-day the Government has the best educational library in the world. The one nearest to it perhaps is the one in the manse of education in Vienna. And it has come at very little cost. We have never been allowed more than \$1,000 a year for library purposes. But it was a singular incident of the office, that it was wanted. It was asked for by the educators of the country to meet their wants. Once established, it was found that others wanted it outside of the country. Men who were thinking on education, men who were studying education the world over, were disposed to study education in this country. And we have come into very close and pleasant communication with educators the world over. We have some thirty-five or so journals, taken specially to give us information on this subject, so that we may be posted from day to day and from week to week upon what is going on among the educators of the world. A jour-

nal from China, a journal from Japan, a journal from India, and we have a considerable number in French, German, and other European languages. We receive the official reports in exchange for our documents, that are published the world over. We have reports from India, Japan, and literally from the islands of the sea, and you may, in that foreign department, see the movements of the progressive forces of the world. You see the insight of the struggle in France, Italy, Germany, Russia, Turkey, and of the whole civilized world.

Now let us refer to our own country. I suppose there is no one in America who would go into and examine this collection of publications and not be astonished, unless he has seen and observed the workings of this department. I am sure that, with reference to your own country, there lies back of you a great amount of educational literature that would be most valuable, if you could bring it out to-day. Who is there here today who has a set of all the educational journals published in the South since this movement first began? Has any one here preserved a complete file of those published in Georgia? I presume not. These things are preserved and collected by degrees. You know that some of the richest public opinions, some of the strongest arguments and most earnest appeals from among the fathers of the Government were made by men from the South, and you could bring to your aid to-day nothing richer, stronger or more effective in your labor with the people than these things. We wish, as a national officer, to go on gathering these things as we have done heretofore, and making them valuable to the people. For instance, there is a document published in Kentucky in 1830, which is one of the most powerful appeals in favor of public education that I have ever seen.

We began with a very limited correspondence. No one could tell us the address of the city or county superintendents, and very few men knew who were the State superintendents, and so it was that nobody had been able to make an accurate list of the colleges and schools in America, although such eminent men as Sparks and Edwards had attempted it repeatedly. Now, by reason of the activity of the educational men of the country, we have the personnel of the educational administration of the United States quite complete. These reports are made to us by men whose only guide is their own judgment as to the value of the reports.

There is not in the world such another example of the collection of statistics. When I was in the statistical department at Berlin, the chief took up our report—that of 1873—and opening it, gathered in his hands that part of the appendix which we call statistics, and said: 'No nation in the world does its work equal to that!' And the late minister of public instruction in France ordered his subordinates in his bureau to follow

the method of the United States in gathering educational statistics.

This, of course, has been a labor full of trials and exacting, very exacting. The clerical force has to be well trained. It is an educated force; educated, especially educated to do this work. You can see by these streams that I have suggested what a mass of it falls in year after year.

You would be amazed to stand at that centre and look and see to-day how many multitudes are duplicated and triplicated, made over again and again by persons in different parts of the country, because the country is so large that they do not know what each other are doing. You would be surprised to know that the 400 pages of what we call abstract matter is the cream from 60,000 pages of educational matter from you, gentlemen, and others in different parts of the country. Such is the amount of publication upon this subject in our country.

Now, if we had means we should communicate to you more of this work. You see how different questions arise under the educational systems of the country. A want of each State, each city and each community is thus met. There has been another idea in my mind which we have never been able to carry out. It is this. And as you have so kindly asked me for words of this character, I will take the liberty to say a word or two on this subject. In looking at the work which I had to do when assigned to it, it seemed to me that I should have this library which has grown up, and that the office should also have a collection of illustrative educational appliances, and when I traveled in Europe this idea, so repeated and repeated, seemed to be one of the leading lessons that I learned as I traveled about. I found some men of wealth expending large sums of money to get this information—men like President Cornell or Dr. Gregory, or other gentlemen who had the means to go there to study these educational appliances in Europe and to collect specimens for themselves. Now, I said, if we had these specimens in this country, those educators among us who have not the money to go abroad could come here and obtain the information they wanted, and be put in communication with sources of information in Europe. This idea impressed me in different ways. If we had specimens we could give them in exchange.

We had no means to make these necessary exchanges, but when the Centennial came and closed we had presents from Japan, rare and unique, of which there are no duplicates in the world outside of that country; and valuable presents from Austria, Sweden, Ontario and other countries, and we only wish that the means were at our disposal to go forward and make this equally as great a branch of our work as the library we have now at public service."

Before closing, General Eaton desired to say what he had in his re-

marks been prevented by delicacy from saying:

"You must ask how it was that such reports came to be made. He would say that if the honor of that suggestion belonged to any one individually it was to the Rev. Barnas Sears of Virginia." [Applause].

GOOD POINTS.

SENATOR SARGENT of California, in presenting a resolution to the United States Senate, that the women might be heard in their own behalf, said:

"These ladies represent large constituencies in every State. That is apparent by the numerous and numerously signed petitions that come up to this body from every corner of the country, and from the best women of America, or among the best. Our mothers, our wives, our sisters, our daughters all over the country, with those of our constituents whom we respect, send up a request for relief from political disabilities. I for myself, speaking for myself, believe that the relief which they ask would be beneficial to the country; that it would be well to infuse into our form of government, into our practice of government, an influence of a pure character, which would be brought by good women, that it would be an offset in another direction for some of the evils which perhaps have heretofore arisen from the too careless giving of suffrage. While I was in favor of these movements for the enlargement of suffrage, I am aware that there are certain evils which they have brought in their train, to compensate for benefits in other directions.

I believe that by the bringing of the intelligence, the virtue, the good intentions possessed by the women of America to the ballot-box we may have better politics, better administration and government, less grogshops, less hells of iniquity, and an improvement in every direction can be wrought out by re-enforcement of good morals and good intelligence. These are my opinions, and, therefore I desire that the Senate shall hear these ladies, ladies of character, some of them ladies of as much oratorical ability as is usually exercised within these walls. I should like to grant this request, because only women can speak effectually for women. Therefore I have offered the resolution, and I ask that it may be adopted."

The beauty of holiness is a beauty that never fades. There is no decay from time, no deformity from overstrain, and no loss of form or bloom from the burden and heat of the day. And it hath not yet attained, neither is already perfect. It doth not yet appear what it shall be, but it daily gravitates toward the great white light that is round the throne of God.

It will repay the cost many times over to circulate a few copies of this journal among the patrons of your school for a year.



C. B. Clarke, Architect, 312½ Chestnut, St. Louis.

DESIGN FOR A TWO ROOM SCHOOL HOUSE.

This design and ground plan will meet the wants of a school district having the two departments of a primary and intermediate grade. This building affords two excellent school rooms, well lighted and well ventilated, and connected with folding doors, allowing the two departments to unite in general exercises, or for exhibitions.

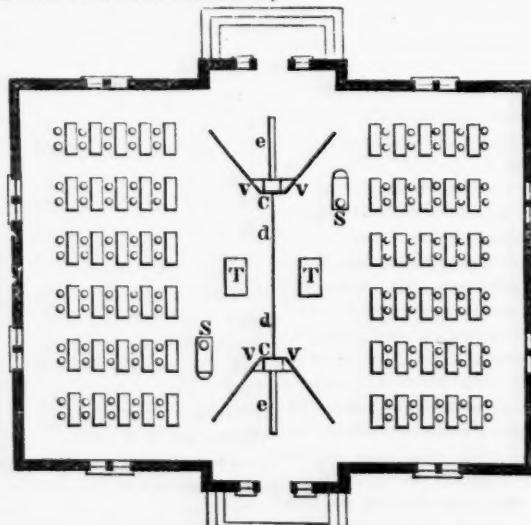
In sparsely settled neighborhoods, where school houses are frequently used for meetings and other purposes, this would make one of the most useful, practical and beautiful buildings which could be erected. It would silently and perpetually influence, educate and refine all in the vicinity.

There are two entrances, in opposite sides of the building, one for boys and the other for girls, and by a somewhat novel arrangement, a sort of double hall is afforded each side,

without the expense of wings. The entire building is 36 by 52 feet, making each school-room 34 by 25 feet, with 18 feet space between the floor and ceiling.

More and more our best teachers are, in their teaching, using the black-board, employing the eye and training the hand to draw, at the same time. Every available space within reach upon the walls of the school room, should be covered with blackboards of HOLBROOK'S LIQUID SLATING.

This house can be built and substantially furnished with the NEW PATENT GOTHIc school desks and seats, teacher's desk, chairs, blackboard, globes, maps, charts, bell, &c., for from \$1500 to \$1800. The architect will furnish any further information desired, cheerfully and promptly.



GROUND PLAN.

d d—Sliding doors, sliding into the double partition, e e, partly dividing each hall. C C—Chimneys coming two feet below ceiling, and allowing

sliding doors to pass beneath them. S S—Stoves. V V—Ventilating flues, coming down to the floor, and opening above ceiling in ventilating flues in chimneys. T T—Teachers' Desks.

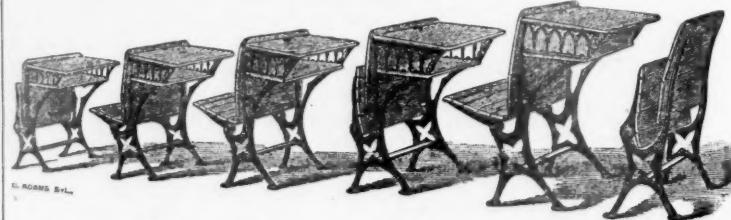
Short Sight—The Cause of It.

We desire in this connection to call the attention of school teachers and school officers to some facts in regard to short-sightedness and the causes which produce it. It will be remembered that we published, last year, a series of articles written for the JOURNAL by Dr. William Dickinson of St. Louis, one of the leading oculists of this section, bearing directly on this point. The position of Dr. Dickinson is materially strengthened by an article written for *The Spectator* by Charles Bell Taylor, M. D., F. R. C. S. E.

He says: "Dr. Cohn of Breslau, examined ten thousand children, and demonstrated that the defect increased progressively in the gradual ascent of the pupils from the elementary to the upper schools,—that is, the more they worked the worse did the defect become.

* * * * It would be well that our school boards should ordain that school-fittings should be such as to secure the objects indicated above; that seats and desks shall not be too low for the stature of pupils, or too far apart, so as to compel them to lean forward when at work; that the light shall be good, and above all, that the pupils shall not be overtired. Nothing they can learn can compensate for this grave physical defect."

It was with special reference to these points that the *Patent Gothic Desks and Seats* were constructed, as illustrated in the following cuts,



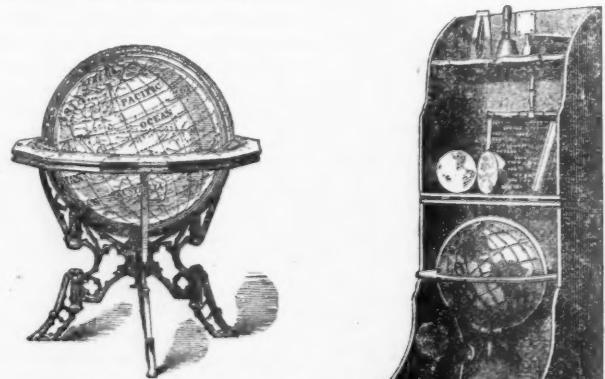
Size 5. Size 4. Size 3. Size 2. Desk, Size 1. { Back Seat, Size 1, to start the rows with.

and the testimony of teachers of large experience is uniform and abundant that these desks, by their peculiar construction, do meet and overcome this difficulty. In order to do the most work; and the best work, in the least time, our teachers ought to have some "tools to work with."

The most eminent, experienced and practical educators we have, demonstrate the fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids. In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as he can do without them—an item which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible, as the time pupils can devote to these and other studies, slips away very fast.

The EIGHT INCH GLOBE is the most practical Globe to put into the schools, as each inch of surface represents one thousand miles of space, and any child can with this get a definite idea of distance, location, surroundings, and the relations of one country to others. They are put up in a neat hinged case, with lock and key.



Low Bronzed Stand, 8 Inch Globe, complete, in Hinged Case.

Hinged Case, for Globes.

This elegant, new style "Hinged Case," can be fastened to the wall, forming also a Book and Apparatus Case. The case, standing open, shows the globe and some other pieces of useful and necessary apparatus, so inexpensive as to amount to a mere trifle, when spread over all the taxable property of the district. All the pupils in the school, however, get the benefit of these useful articles. Non-residents too, have to pay their proportion of the taxes, so that no school district can afford to be without these articles.

ALABAMA.

Reports from fifty county superintendents of Alabama make it safe to estimate the aggregate school population of both races, white and black, at 360,000, and that at least 150,000 were enrolled in the public schools during the last year. The schools throughout the State are opening earlier than usual, and give promise of great prosperity.

COLORADO.

Colorado College, located at Colorado Springs, Col., has had several students in attendance during 1877. One-half of them studied the classics. Three professors and one tutor are giving instruction.

A fine stone building is being erected on the college grounds, at the base of Pike's Peak, the finest campus in the country. The elevation of the location is six thousand feet above the sea.

Pike's Peak is over 14,000 feet high. Prof. Kerr, the professor of geology, has recently discovered in the Garden of the Gods, within sight of the college grounds, some immense Saurian reptiles, one of them being over 100 feet long. They will be added to the college cabinet.

Colorado College is a good place for students in poor health. The sun shines there nearly all the time, except of nights, and the air is wonderfully stimulating.

The first term of the State University at Boulder, Colorado, closed recently. The attendance was good, being considerably larger than was anticipated.

A collection of minerals, ores and fossils has been started, and it is expected large additions will be made the coming term. Efforts are also being made to secure at least \$2,500 for the purpose of supplying apparatus for the laboratory.

ILLINOIS.

There are no restrictions upon female students at the Illinois Industrial University. They are admitted to each and every class. No objection would be raised to a lady student taking agriculture or shop practice if she should choose. Now, nearly one hundred ladies are in attendance, taking studies in nearly every course the University offers.

Co-education here has ceased to be an experiment. It is a grand success! The regent says that ladies stand as well in his classes as gentlemen, and average better. All the professors admit that manners, morals and scholarship, are all improved since ladies were admitted. Pres't White of Cornell University, visited this institution to see how co-education worked. He received such favorable reports, that he approved heartily of the trial at Cornell.

No student at the "I. I. U." would vote to have the ladies leave. The regent seems to be peculiarly happy in his way of managing. No rules

restrict the intercourse of the students, yet the best of order and propriety is maintained. The students govern themselves by laws of their own making, executed by officers of their own electing. Ladies vote as well as gentlemen, and hold office with credit.

In short, it is a miniature United States government; so politics are practiced in school life, and women understand them. The University society seems a miniature world, and by admirable management the most natural relationships are sustained. No sickly boarding-school fancies trouble the girls; they are too busy and see too much of the opposite sex to allow of any hero worship. The library is open from morning until evening. Most of the students study there, as a great deal of reference is required.

Much has been said about co-education, and where it has not been tried there is found great antipathy to the plan. It has been proved beyond a doubt that woman is mentally able to keep up to the required standard of scholarship. It is also an established fact that wherever ladies are admitted to higher institutions the standard of morality is raised, and good manners are more prevalent. But some would-be philanthropists are trying to prove woman's physical inability to take a University course. At the "I. I. U." no trouble has arisen from excessive study, and where proper hours are observed, and sensible dress is worn, there need be none.

THE St. Louis Times nominates the Hon. Thos. Allen, president of the St. Louis, Iron Mountain and Southern Railway for the next U. S. Senator from Missouri. The Democracy can make no fitter nomination nor can the State of Missouri find a man who would better represent the interests of that great State in the U. S. Senate than will Mr. Allen, if placed there. A man of large brain, finished education, careful thought, large experience, great executive ability, and thoroughly identified with the best interests of the West and South, are some of the requirements to a position of this kind, all of them possessed by Mr. Allen. Arkansas seconds the motion.—[Spirit of Arkansas.

If we could fill up the United States Senate with men of the ability, integrity, and character of Honorable Thos. Allen, something of the old-time and old-line statesmanship would be inaugurated in place of the "spoils" and "grab" legislation which is now so prominent in both ends of the capital.

We must elect good men to make our laws for the State and Nation, or the people must smart for the poor laws and unwise legislation which results from incompetency and ignorance, and which has already nearly ruined the country.

Cannot the people see this?

To School Officers and Teachers.**Editors Journal:**

If this State is redeemed educationally in the next decade, the school officers and teachers must go to work at once. Politicians and place hunters never redeem anything. Legislators seldom give much attention to school laws. Our present school system is a clear demonstration of this fact. It is consistent *only* in its inconsistencies, a mass of stuff without head, body or tail. The next Legislature will perhaps do better, perhaps not.

We need county supervision in 113 counties in this State. We must have it or abandon the country schools altogether. This grim farce has continued nigh unto the death of the schools. Delay is not only dangerous, it is fatal.

Let petitions be circulated in each county, and then presented to the county court, asking the county court to allow the people to vote on the question of supervision, at the general election in November, 1878.

Read section 41 of the present school law, write your petitions, get the requisite number of signers, and have the court order the election.

Organize in every school district, township, and county. Go to all public meetings. Talk the matter up. Get the people interested, and see to it that they vote, and before the assembling of the next Legislature we can have supervision in Missouri.

We need action now—God-like action! Will you move? and move now?

J. M. GREENWOOD.

KANSAS CITY, Mo.

EDUCATIONAL ECONOMY.

BY PRES'T H. W. EVEREST.

THE prosperity of a family and of a State depends, respectively, on domestic and political economy. In like manner, the success of a student, or of a school, depends upon educational economy.

"Economy is not a natural instinct, but the growth of experience, example, and forethought. It is also the result of education and intelligence. It is only when men become wise and thoughtful that they become frugal."

Let the following serve as illustrative violations of economic law in education:

1. *The Waste of the Child's Earlier Years;* not that children are kept too long from the public schools, but that their education in other respects is delayed. We cannot begin too soon to cherish the love of truth, to cultivate the affections, to strengthen the will, to inculcate self-control, and to inspire with courage and heroism in the right. The opportunities are past before most parents awaken to the necessity of such culture.

2. *Disregard of the Natural Dependence of Studies.* Arithmetic prepares for algebra, and both for geometry. It requires a mathematical key to unlock the laboratories of science. Latin should come before the Romance languages, grammar be-

fore rhetoric, and natural science before metaphysics. Education should be conducted on a true plan. Not the student, and rarely the parent, but the best educators, should mark out this plan.

3. *Much Educational Effort is a Warfare Against Nature.* A child's intellectual stomach abhors and rejects grammar. There is a time when the various branches may be profitably begun; but this time cannot be very much hastened. We do not insist on raising oranges in Maine, and why try to force nature into a compliance with our educational theories.

4. *There is Great Waste Through a Want of Continuous Effort.* Arithmetic is begun every winter. The close of the term leaves the boy floundering in fractions. The vacations are longer than the terms. There is more forgetting than remembering. Like the frog in the well, though they jump up three feet every winter, they fall back two every summer—a slow getting out of a deep well.

5. *There is a Disregard of Economy in Attempting the Impossible.* Why torture your daughter, yourself and the piano, if she cannot learn music? It will waste your money, and help to fill the world with discordant noises. If your son has no talent for language, do not *hic-haec-hoc* him to the verge of despair. If he cannot understand the lower mathematics, do not make him run the gauntlet of the higher. Do not drag him through the integral calculus till he forgets the multiplication table.

6. *Giving More Attention to the Book than to the Boy.* Explain the lesson for the sake of the boy. Study the boy while he studies the book. Train him to correct and patient thinking. Habits of mind are more important than particular lessons. Teachers are not talking machines, and pupils are not spectators called in to see the machine run. The teacher is rather the engineer who is to set all the minds in the class in motion.

7. *It is Bad Economy to Employ Poor Teachers.* They skim over the sciences, foster superficial habits, and destroy all enthusiasm in study. Take your watch to a blacksmith, and employ a quack to perform surgical operations; but tolerate no quackery in the teacher.

8. *It is Poor Economy to Permit Your Children to Study without Apparatus, maps, globes, blackboards, charts, etc.* They would have no definite ideas.

9. *There is great waste in frequent changes of schools, text-books, and teachers.*

10. *The higher schools exhibit poor economy.* We have too many colleges, and hence too many poor ones. Money is fixed in piles of brick and stone, while men are wanting and professors starve. A strong professor in the recitation room is of more account than tall chimneys and towering domes.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XXXI. *Regulations—Enforcement.*

Regularity, promptitude, decorum, and quietude, are the conditions of order and of progress. Two additional regulations complete the code.

COMMUNICATION.

Necessity has forced all good schools to require all communications to be made through the teacher, or at specified times. Order cannot otherwise be maintained. Though exceedingly difficult, this regulation can and must be enforced.

1. *The Teacher must have an Iron Will.* "You must not communicate"—will be felt in every nerve and fibre of the school. No quarter should be shown to this ruinous practice.

2. *Appeal to Principle.* All admit the injurious effects of communication, and each agrees to make an earnest effort to avoid it. Conscience is the inner force impelling to the right. If wisely directed it does more than all other means combined, to enforce regulations and law.

3. *Never Grant Permission to Speak.* Say to pupils firmly—"No." Necessary communication can be made through the teacher, or at times set apart for that purpose.

4. *Anticipate and Prevent.* By word, or sign, or look, you may prevent the offence, which is far better than correction. Herein lies the secret of the success of the best school managers.

5. *Change Seats.* It is wise to remove the weak from temptation. Place them with the strong and brave. In chronic cases, the pupil may for a time be seated apart from the other pupils.

6. *Train your Pupils to the Habit of Non-communication.* This has been done in thousands of schools, and what others have done you may do.

7. *Have Pupils Report.* At the close of each session request all who have not communicated to rise. Great care is necessary to train to the habit of making truthful reports. This plan gives good results in judicious hands. Reporting is merely an aid, but must not be too implicitly relied upon. This may be continued until the habit of non-communication is firmly fixed.

8. *Inflict Appropriate Punishment.* The habit must be broken up. When other means fail, effective punishment must be used. It is impossible to indicate what the punishment should be. In each case the teacher must do whatever promises the best results. General and private reproof are usually effective.

Inexperienced teachers ask how to manage special cases. I cannot tell. Each case must be dealt with on its merits, and in view of all the circumstances. What may be best with one teacher or pupil, may not be best with another. The following story is suggestive:

"Our Yankee teacher was the first

to prohibit whispering. I could not start to school until the corn was gathered, but I heard of the new rule. The morning I entered, the teacher met me kindly, gave me a seat, and arranged my lessons. Very quietly he said, 'Joseph, we do not have any whispering.'

After about half an hour I forgot this fact, and asked my seat mate something about recess. The teacher, in passing me, said in a low, earnest tone, 'Joseph, you must not whisper,' and went right on with his work. I did not whisper for near an hour, when I again thoughtlessly asked my seat mate for his knife. Again, and still more earnestly, the injunction came, 'Joseph, you must not whisper.'

I did not whisper again till afternoon, when I was so unfortunate as to ask about the spelling lesson. The teacher came to me and said,

'Joseph, you may take your books and come with me. You may occupy this front seat by yourself. Whenever you feel that you can get along without whispering, I will let you return to your seat.'

For about a week I kept that lonely seat and thought. I then told the teacher that I could now get along without whispering. 'Very well, you may take your former seat.' I gave the teacher no further trouble."

The case of Joseph is instructive. The teacher had system and was wide awake and firm. His management was vigorous and effective. By training, he converted precept and example into habit.

MORALITY.

Moral culture is by far the most important part of an education. Nor is it more difficult to produce good men and women than to produce good scholars. Systematic and persistent effort on the part of the family, the school, and the community, will as certainly produce good character as good scholarship.

1. *Pure and Elevating must be all the Impulses of the Teacher.* The earnest desire, the pure example, and the timely word will flow from the pure heart. It is impossible to overestimate the influence for good of the truly worthy teacher. Character tells.

2. *Incidentally Teach Moral Lessons.* This can be done in connection with reading lessons, cases of discipline, or when incidents occur involving morality. If timely and persistent, this method will accomplish far more than lectures or set lessons. Abstractions and moral sermons repel the young. Morals, like science, must be taught objectively.

3. *Work in the Pupil a Love of the Right and a Hatred of the Wrong.* Read or tell anecdotes showing the nobleness of right-doing and the meanness of wrong-doing. Show them the tendencies and the outcome of the two courses of conduct. This field is unlimited, and full of inspiration.

4. *Attack one Vice at a Time.* The skillful general manages to conquer the enemy in detail. So must vices

be conquered. Take profanity, then untruthfulness, then dishonesty, &c., &c., and mass all your forces on each. When the first is conquered, attack the second. This is the only successful plan for a campaign against vice, either for the individual, the school, or the nation.

5. *Train the Pupil to the Habit of Right-doing.* No amount of moral teaching will answer. Doing good is the only way to become good. By managing to have pupils do right from right motives you make them strong. The good man is the one who habitually does what he believes to be right. Training converts precept, example, and impulse into habit. "Train up a child in the way he should go," is the injunction of Infinite Wisdom.

6. *Administer Right Punishments.* See that the wrong-doer suffers the natural consequences of his acts. Kindly but firmly manage to have the pupils get right and keep right. See that the punishment works in the pupil a hatred of the wrong and a love of the right. Powder before you act. Injudicious punishment is criminal. It breaks down manhood, and is a prolific source of human woe.

7. *Avoid all Shams.* From the primary school to the university, our schools are weighted down with disgraceful shams. The method of study and recitation in which the book is repeated verbatim, is a sham. All teaching not founded in intelligence, is a sham. All teaching which does not awaken and direct thought, and create a quenchless love of truth, is a sham. Bible reading and prayer, when the heart is not in it, is a most shocking sham. Capricious, harsh, unjust, partial, and unloving government, is a sham. Cramming for examinations is a sham. The pupils know that they are surrounded by these transparent frauds, hence the moral influence of the teacher is destroyed. The teacher must be terribly in earnest. Sincerity and truth must shine in every act. As he hates sin, so must he abominate sham.

8. *Make a Direct Appeal to Conscience.* Morality is positive, and is based upon the intuition, "I ought." All efforts at moral culture not rooted in conscience, are shadowy as the visions of the night. Conscience is a rational emotion; it impels us to do what we believe to be right. Conscience is a feeling of satisfaction in view of right doing, or a feeling of remorse in view of wrong doing.

"An approving conscience is the smile of God; remorse His frown."

Veneration, honor to parents, truthfulness, honesty, courage, fidelity, virtue, benevolence, self-control—everything that elevates and ennobles, must be cultivated from the standpoint of conscience. This becomes the master impulse of the soul. Appetite, passion, selfishness, weakness, yield to the inspiration of conscience. An intelligent, conscientious man, is the noblest work of God;

"His mind clear as the mountain air,

His heart pure as the driven snow."

To produce such men is the grand end of education. The one vital work of every teacher is the culture of conscience; and this is involved in all that is taught and all that is done in the school-room.

STATE NORMAL, Kirksville, Mo.

Our lives should be like the days, more beautiful in the evening; or like spring, aglow with promises; and like the autumn, rich with golden sheaves, where good works and deeds have ripened on the field.

MARGARET LIVINGSTONE.

(not) BY LILLIAN WHITING.

CHAPTER II.

"And now Margaret," said Mrs. Matheny, after reading the last crisp, clean-cut sentence of her essay, "A few words of advice, and I am done with this matter."

"Be careful to cultivate the acquaintance and favorable opinion of the school board, for those middle-aged, and even old men, are pleased and flattered by the respectful attentions of a pleasant, cultivated lady, and in the zodiac of a small town the young lady school teacher is considered a luminary of but little less magnitude than the village doctor or parson. Strive to widen your orbit sufficiently to take in all the people worth knowing. Find out (O, so slyly) who are the social powers of the place, and revolve around them.

Go to your contemplated field of labor two or three weeks prior to the time for opening the school.

Commence and mature your plans on the battle-field. In order to do this learn carefully the 'lay of the land.'

Adapt yourself to the general characteristics and social tone of the place and the people, in a quiet, lady-like manner, without losing your own individuality or independence of character.

If there is any measure you wish to have considered favorably, talk it up privately with each member of the board, before it comes before them officially.

Shall I add—or is it even necessary to hint to any young lady teacher, that she must be very polite to the directors' grown up sons.

I should have lost a school I was very anxious to secure, had I not acted upon this hint when I first began teaching.

It was just at the close of the war. I had applied for a school in a small town in Indiana. There was another applicant, a lady much older, who had taught in that and adjoining districts for years.

She was a Yankee, I was a Rebel, and ere I dreamed of such a thing,

the whole neighborhood was in a blaze of partisan excitement, the friends of the two political complexes each rallying round their chosen candidate.

The first intimation I had of there being a stronger undertow than usual, was on the evening chosen for selecting the teacher for the ensuing term. Just previous to the hour set for the meeting, the gentleman with whom I was boarding came into the house and moulded some bullets, then buckled on his six-shooter and prepared to start off. I asked the meaning of such warlike proceedings. He replied that as the public sentiment was so hotly and evenly divided, the directors had refused to take the responsibility of deciding the matter, but had called a meeting of all the freeholders of the district to vote upon the two candidates, and he added, as he strode determinedly away, 'I know there'll be a right down stormy time.'

About midnight he returned in a beaming good humor, and came knocking at my door to say, 'Well, the little Reb. is all right this time, but it was a close shave.' And so it was, as I afterwards learned. The vote was a tie. After long and stormy discussions, it was still unchanged.

Finally a son of one of the directors, who had attained his majority just one day before, but who had as yet taken no part, arose and decided the matter by casting his ballot in my favor.

And why had this callow, unfledged Yankee boy gone counter to his parent and his own prejudices?

The reason is quickly given. I had a few times greeted him with a bright, cheery 'good morning,' and once had praised a horse of which he was the proud possessor.

And now how shall I finish the remainder of what I wish to say?"

"I do not know, unless you say it in the words of the poet,

"Oft with a disappointed man,
The first who tries to win him, can."

retorted Margaret, in a half-vexed tone, for she saw that her friend was determined to bring her to bay on a matter heretofore tacitly avoided between them.

"Margaret, let me speak plainly to you, as one sister to another. You know that if you so willed it, this wearing toil of heart and brain, need continue no longer. Dr. Raymond would gladly take you to his heart and home; and surely you might do worse than become the wife of such a noble man."

Margaret threw up her hand with a deprecating gesture.

"Please, don't. That is one thing

which reconciles me to leaving this place. I am weary of being sued for love when I can give nought but placid esteem and even-pulsed friendship."

"But, Margaret, think of the disappointments you have met and are still likely to meet. Think of your youth and inexperience, and then contrast the drudgery of a teacher's life with the comfort and ease that would be yours as the wife of this man."

Margaret sprang to her feet, the hot blood surging to her cheeks.

"Mrs. Matheny, you are false to the truest instincts of your nature to counsel me to this step. Nothing but true, heart-felt, all-absorbing love, can sanctify the marriage relation, and I hold that a person who would marry simply to escape a life of toil, and be enabled to live at her ease, is, in the sight of God, nothing more nor less than a blighted woman; and life can contain for me no disappointments so great, nor tasks so hard, that they will ever drive me to do any man the irreparable wrong of giving my hand without my heart."

"Margaret, you have loved, you still love, or you could not feel so keenly upon this subject. Will you not tell me of the past? Surely, a girl of your ardent, responsive nature, could not have reached the age of twenty-three 'heart whole and fancy free.'

"Yes, I have loved, and still love, and shall love till I die," quoted Margaret, dreamily, with a far-away look in her eyes, as though viewing pictures of the past. "But I did not realize it till *too late*, and now my life is ever haunted by a pale phantom of unrest, murmuring

"Of all sad words of tongue or pen,
The saddest are these; It might have been."

"Yes, I will tell you of my past, perhaps it will ease the pain to share my confidence with a sympathizing friend."

(Continued next month.)

Dr. Franklin on the Spelling Reform.

Editors Journal:

Of late the question of reform in spelling has begun to be agitated anew.

Dr. Franklin, in 1768, favored the idea of a phonetic alphabet, and answered all the objections very plainly, in a letter to Miss Stevenson.

He says—"The objection you make to rectifying our alphabet, 'that it will be attended with inconveniences and difficulties,' is a natural one, for it always occurs when a reformation is proposed, whether in religion, government or laws, even down to roads and wheel carriages.

"The true question then, is not whether there will be no difficulties or inconveniences, but whether the difficulties may not be surmounted, and whether the conveniences will

not, on the whole, be greater than the inconveniences. In this case the difficulties are only in the beginning of the practice: when they are once overcome, the advantages are lasting. To either you or me, who spell well in the present mode, I imagine the difficulty of changing that mode for the new is not so great but that we might perfectly get over it in a week's writing. As for those who do not spell well, if the two difficulties are compared, viz: that of teaching them true spelling in the present mode, and that of teaching them the new alphabet, and the new spelling according to it, I am confident that the latter would be far the best. They naturally fall into the new mode already, as much as the imperfection of their alphabet will admit of; their present bad spelling is only bad because contrary to present bad rules; under the new rules, it would be good. The difficulty of learning to spell well in the old way is so great that few attain it, thousands and thousands write on to old age without ever being able to acquire it. It is besides a difficulty continually increasing, as the sound gradually varies more and more from the spelling; and to foreigners it makes the learning to pronounce our language as written in our books almost impossible.

Now as to the inconveniences you mention. The first is that all our etymologies would be lost, consequently we could not ascertain the meaning of many words.

"Etymologies are at present very uncertain; but such as they are, the old books would still preserve them and etymologists would there find them. Words, in the course of time change their meaning as well as their spelling and pronunciation: and we do not look to etymology for their present meanings. If I should call a man a *knave* and a *villain* he would hardly be satisfied with my telling him that one of the words originally signified only a lad or servant; and the other an under *ploughman*, or inhabitant of a *village*. It is from present usage only that the meaning of words is to be determined.

"Your second inconvenience is that 'the distinction between words of different meaning and similar sound would be destroyed.' That distinction is already destroyed in pronouncing them; and we rely on the sense alone of the sentence to ascertain which of the several words similar in sound we intend. If this is sufficient in the rapidity of discourse, it will be much more so in written sentences which may be read leisurely, and attended to more particularly in case of difficulty, than we can attend to a past sentence while the speaker is hurrying us along with new ones.

Your third inconvenience is that all the books already written would be useless. This inconvenience would only come on gradually in a course of ages. You and I, and other now living readers would hardly forget the use of them. People would long

learn to read the old writing though they practiced the new, and the inconvenience is not greater than what has already happened in a similar case in Italy. Formerly its inhabitants all spoke and wrote Latin: as the language changed the spelling followed it. It is true that at present a mere unlearned Italian cannot read Latin books, though they are still read and understood by many. But if the spelling had never changed, he would now have found it much more difficult to read and write his own language: for written words would have had no relation to sounds: they would have only stood for things, so that if he would express in writing the idea he has when he sounds the word 'vessovo,' he must use the letters *episcopus*.

"In short, whatever the difficulties now are, they will be the more easily surmounted, now than hereafter, and some time or other it *must* be done, or our writing will become the same with the Chinese as to the difficulty of learning and using it. And it would already have been such if we had continued the Saxon spelling and writing used by our forefathers."

Mrs. P. D. BROWNE says in that most excellent and readable weekly, *Fitzgerald's Home Newspaper and Educational Journal*, that 'poets know that out of suffering and pain their richest songs are born. Shelly truly says:

'Poets learn in suffering
What they teach in song.'

Mrs. Browning from her couch of pain in her Florence home, wrote songs that helped to burst the bonds that had held Italy for ages. Those who have never sung as poets sing, have learned the same great truth that character is framed out of the hardest duties of life. If we could feel, when the clouds hang most heavily above our path, when the way seems darkest, that what we wish to make our life song *must* be learned through suffering, we would not even desire, as now, to be carried to the skies, but would bravely battle with the waves about us, not sink beneath, waiting for some stronger, braver arm to lift us and then to bear us along. We want more determined self-reliance, less 'propping up.' Parents want it, teachers want it, children want it; not bold bravado, but determined, persistent self-reliance, bounding back if overcome, never retreating if but confident that our cause is the right one. Are these the characteristics of the American people of to-day, or are we like the Old World, sighing for luxury, which ultimately means—weakness?"

Professor Adler says society may be saved by placing the best minds in the public schools. It is an excellent idea; but the best minds require good salaries, and do not like to have them cut down every time there has been an aldermanic or some other steal.—[Buffalo Express.]

*Recent Literature.***IN THE LIBRARY.**

Blessings on books! that ever show
What ancient wits and sages taught,
And pour in bounteous overflow
The ever-living stream of thought!

Blessings on books! while they are ours,
And souls are reached through ears
and eyes,
We're equals of th' immortal powers,
We're partners in the earth and skies!
[Harpers' Weekly.]

S. C. GRIGGS & Co., Chicago, will soon issue a new work by Benj. F. Taylor, author of "Songs of Yesterday;" and "The World on Wheels," &c., entitled "Between the Gates." The book will be a 12mo, illustrated, and of about 300 pages. To those who are acquainted with the writings of Mr. Taylor, a humorous and descriptive writer of rare excellence, it will be a welcome announcement. His former work, "The World on Wheels," has already passed through twelve editions. S. C. Griggs & Co. have also in preparation an entirely new edition, from new plates, of Dr. Boise's first six books of Homer's Iliad, with reference to the leading grammars.

The Boy Farmer.

I never knew a boy farmer who was not eager to go to the district school in the winter. There is such a chance for learning that he must be a dull boy who does not come out in the spring a fair skater, an accurate snow-baller, and an accomplished slider-down-hill, with or without a board, on his seat, on his stomach, or on his feet. Take a moderate hill, with a foot-slide down it worn to icy smoothness, and a "go-round" of boys on it, and there is nothing like it for whittling away boot-leather.

The boy is the shoemaker's friend. An active lad can wear down a pair of cow-hide boots in a week so that the ice will scrape his toes. Sledding or coasting is also slow fun compared to sliding down a steep hill over a hard glistening crust.

It is not only dangerous, but it is destructive to jacket and pantaloons to a degree to make a tailor laugb.

If any other animal wore out his skin as fast as a schoolboy wears out his clothes in winter, it would need a new one once a month.

In a country district school patches were not by any means a sign of poverty, but of a boy's courage and adventurous disposition.

Our elders used to threaten to dress us in leather, and put sheet-iron seats in our trousers.

The boy said that he wore out his trousers on the hard seats in the school-house, cyphering hard sums. For that extraordinary statement he received two castigations, one at home, that was mild, and one from the schoolmaster, who was careful to lay the rod on the boy's sliding place, punishing him, as he jocosely called it, on a sliding scale, according to the thinness of his pantaloons.—[Charles Dudley Warner's "Being a Boy."]

THE Home Journal, New York, pays the following just tribute to the book-making enterprise of Professor William Mathews and Mr. S. C. Griggs of Chicago: "Persons who have noted the fine quality and sterling solidity of the material of the volume of 'Monday Chats,' will be interested in knowing that the paper is made of mummy wrappings imported

from Egypt. This 'stock' yields the best of paper, and is stripped in large quantities from the millions of ancient Egyptians, who still sleep their spicy sleep in the land of their vanished gods. Waking from their delusions they can but rejoice to see their Lethean shrouds transformed into these clear, bright, spotless pages, enclothing the thoughts of Sainte-Beuve and Dr. Mathews. The new Charon who thus takes their valuable effects over the Styx must please them much more than their old acquaintance of small-boat and picayune notoriety, for they certainly by this time have learned to like a large, liberal and stylish way of doing business. Under the charge of S. C. Griggs & Co., they cannot but commend this transfer from Egypt to Chicago."

THE consolidation under one firm of the business of the two houses of Hurd & Houghton and of James R. Osgood & Co. is the great event of the past month. With a capital of \$1,250,000, and a combined list of publications which is now unrivaled for its excellency and extent, the new firm enters upon a career in which it will deserve the most solid success. The immense and growing heliotype business becomes the property of the new firm of Houghton, Osgood, & Co., and the periodicals issued by them will be *The Atlantic Monthly*, *The American Architect*, *The Law Reporter*, *The Medical and Surgical Journal*, and *The Official Postal Guide*.

CASSELL, PETTER & GALPIN will publish early in March "Armenia and the Campaign of 1877." By C. B. Norman, late special correspondent of the London *Times* at the seat of war. This is the first graphic description of the very interesting campaign in Asia, the history of which, as the author remarks in the preface, is but imperfectly known in this country. It contains eight specially prepared maps and plans. The following may be mentioned as headings of some of the chapters: "The Hostile Armies," "The Story of Ardahan," "On the Way to the Front," "The Battle of Tagnir," "A Lull in the Storm," "The Moslem at Bay," "In Pursuit of the Russians," "The Relief of Kars," "Camp Life in Front of Kars," "The Russian Retreat," "Turkish Successes," "The True Story of Bayazid," "Winter Preparations," "The Turn of the Tide," "Operations Round Erzeroum," "The Third Capture of Kars by the Russians."

PROF. H. H. BOYESEN of Cornell University, has in preparation a commentary on "Faust," with chapters on Goethe, Schiller, and Lessing, for use in colleges, which will appear in the Spring from the press of Houghton, Osgood, & Co. It promises to be of value, also, for independent students of German literature; for Prof. Boyesen, who has made special studies in this direction for some years, will embody in his essays on the great German poets, the results of the latest researches into their careers.

SWINTON'S GEOGRAPHIES. Ivison, Blakeman, Taylor, & Co. New York.

Among the most recent publications of this great publishing house, we find two geographies. The elementary is a complete shorter course in geography. It strikes us as well adapted to the wants of country schools and the intermediate grades of city schools.

The larger work is a complete school course in geography. The style is Swintonian, i. e., admirable. The method is

modern and philosophic. This book is both learnable and teachable. The matter, though exceedingly valuable, impresses us as too massive, and the maps as too crowded. The special geography of each State is a valuable feature. The system of map drawing is excellent. The physical maps and descriptions are superior. The topical discussions are unsurpassed. The suggestions to teachers indicate the master workman. These books will undoubtedly occupy a high position among the standard text books on geography. B.

HIGGINSON'S HISTORY OF THE UNITED STATES. Lee & Shepard, Boston.

It has the fascination of a story both for old and young. Movements rather than battles engage the attention. The growth of our country and the nature of our government become living realities to the reader. This is, doubtless, one of the very best histories yet written of any country, for young people. B.

LE CONTI'S ELEMENTS OF GEOLOGY. D. Appleton & Co., New York.

This work is American, is practical, is recent, and is developed from the evolution stand-point. This is the best work we have examined, for both the student and the general reader. The style is remarkably plain. The matter, for the most part, is what every intelligent person ought to know. The book is not weighted down with technicalities or minute details.

The illustrations are largely American. Many seem drawn from the writer's own experience. Hence they possess an interest and a freshness quite unusual in textbooks. The treatment of glaciers, volcanoes, earthquakes, geysers, mineral veins, etc., is peculiarly interesting.

The author has Darwinism in a very mild form; in fact it is hard to trace except in the pictures. The reader will be astonished to find on what a slender basis of fact the "Evolution of Species" rests. The author is both honest and modest. He admits the recent origin of man, and thinks the missing link will never be found. Even in fishes he says, "It is impossible to account for this,—the absence of the missing links."

Geology is defined, "The history of the evolution of the earth and its inhabitants." The earth is found to be an organic unit, hence the product of Infinite Intelligence. The writer seems to honestly struggle to understand and present God's plan of evolution. Has he succeeded? Only in part. This problem, involving as it does all the sciences, will continue to engage thinkers through the centuries. This work gives the results of the best efforts of our race, and is worthy of a place in every student's library. B.

"PERMANENT GASES."

ALL our text-books in chemistry tell us that three elementary gases, oxygen, hydrogen and nitrogen, and three compound gases, carbonic acid, nitric oxide, and marsh gas, have never been liquified.

From the *Boston Journal of Chemistry* for February, we glean the following:

1. Within the last few months oxygen has surrendered to the influence of "a double circulation of sulphurous acid and carbonic acid, and a pressure of three hundred atmospheres."

2. There is some reason for believ-

ing that M. Cailletet has, quite recently, liquified carbonic oxide and nitric oxide, although the reports concerning these are "somewhat conflicting."

3. Foreign exchanges up to Jan. 11 bring information of the liquification of nitrogen, and the reduction of hydrogen to a "mist."

4. When all this is proved true, and the "mist" condensed to a liquid, "all the gases will then have been liquified with the single exception of marsh gas."

Thus science is moving on. What next? For more extended information upon this interesting subject, read the last "Journal of Chemistry."

D.

"THE petition of the president, professors and students of Cape Girardeau Normal School, Missouri, for legislation promotive of public education," was presented by Hon. R. A. Hatcher, on the 19th ult. Petition referred to Committee on Education and Labor.

C. H. D.

THE State Superintendent says that "geod schools cannot be maintained without some expense beyond that of employing a teacher. Machinery and tools are essential and economical in the school room, as they are on the farm or in the work-shop. It is as unreasonable to demand from a teacher a first-class school without a supply of blackboards, maps, charts, globes, &c., as it would be to require from a journeyman carpenter a first-class job, giving him no tools to work with. Directors are too apt to regard these appliances as merely ornamental, whereas they are necessities; and no district, however small or poor, can afford to be without them."

IOWA.**Official Department.**

BY C. W. VON COELLN, STATE SUPT. Editors Journal:

J. H. Downs and C. W. Coffey, } Appeal vs. Ind. District, West Branch. } from Cedar Co.

On the 17th of September, 1877, two-thirds of the electors residing on the east (1-2) half of sections (1) one and (12) twelve, township 79, range 5, lying in the civil township of Scott, Johnson county, but included in the independent district of West Branch, Cedar county, from its organization, petitioned the board of directors of said independent district to restore them to Scott township, claiming the right under Section 1798. The board refused, and an appeal was taken to the County Superintendent of Cedar county, who reversed the action of the board, and ordered the restoration. From this decision J. C. Chambers, president of the board of directors of West Branch, appeals to the Superintendent of Public Instruction.

This case was decided by the County Superintendent in conformity with the opinion of the Attorney General that Sec. 1798 of the Code of 1873, applied to independent districts formed under the provisions of Sections 1800 and 1801.

Coming to this department on appeal for review and final hearing, and involving the rights of these independent city and town districts as corporations, and in-

cidentally involving the rights of other persons who may have loaned money on bonds issued by such corporations, I have taken special pains to investigate the case in all its bearings, and have consulted not only the Attorney General, but other able lawyers, as well as the circuit judge of the fifth judicial district, who has had the same question under consideration in the case of F. Peters et al. vs. A. Ustick et al., directors of the independent district of Dallas Centre.

The able arguments made by the gentlemen employed as counsel in this case, have thrown additional light upon some points not before quite clear to me.

[Space forbids giving the exceedingly able argument in full. The final decision will satisfy all.—ED].

In view of these considerations, and the serious injury that might be done to the rights of corporations and individuals, if we should apply Sec. 1798 to independent city and town districts, we must decide that the territory in dispute cannot demand to be set into Scott township, and must remain a portion of the independent district of West Branch, unless the board of said independent district concur under the provisions of Sec. 1809, with the board of directors of Scott township in a change of boundaries.

The decision of the County Superintendent is therefore reversed.

Sundry Rulings.

1. Persons illegally holding office cannot be considered as belonging to the board, hence a quorum will consist of a majority of those legally holding office.

2. Each sub-district has a claim upon its school house. The removal, if desired, should be ordered by the district township meeting.

3. The board of directors may instruct the sub-directors to contract to pay teachers at the close of each month.

4. "As the law fixes the day of the meeting of the electors of the district township, and also of the sub-district, a failure to give full notice, or any notice at all, though a violation of law, will not invalidate the proceedings of the meeting, if one be held at the usual time and place." *Dishon vs. Smith, 10 Iowa, 212.*

5. The law does not provide that the board of directors are compelled to give scholar or parent notice or chance for defense, before ordering the suspension or expulsion of the scholar. The board have large discretionary powers. This is one of the matters which come wholly within their discretion.

Des Moines, Iowa, 1878.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

How can a school district become disorganized?

Once formed and organized it can never disorganize except by being merged into one or more adjoining districts, in manner prescribed in sections 18 and 23 of the school law.

No number of failures to hold annual

meetings would disorganize it, or leave it without a board of directors. Directors are elected for a given number of years, and "until their successors are elected and qualified." So, if there should be no annual meeting for years, the directors would "hold over," and it would be their duty to provide for a four months school every year. Failure to do so would render them subject to a fine, upon indictment.

Is it lawful to contract a debt for teacher's wages, or other purpose, to be met by next year's revenue?

No. The constitution expressly forbids the creation of any debt in excess of the revenues provided for the year in which and for the purpose for which it was created.

What constitutes "residence"?

The law does not, in terms, define it. A minor's residence is the home of its parent or guardian, or the place where its parent or guardian places it for the purpose of making a living, or permits it to make its permanent home. A mere change of location in order to get the advantages of a school does not acquire residence.

Holidays. Teachers are entitled to legal holidays only (the statutes name them). No school board has the right to suspend a school, or teacher to take any other vacation except by mutual consent.

Public School Moneys. No district which has failed to maintain a free public school for at least three months during the school year ending in April, 1878, or failed to furnish evidence of that fact to the county clerk, (and the law requires that the county clerk shall get the information from the county commissioner) is entitled to any part of the school moneys distributed this year.

The attention of county courts is particularly called to this matter, because the State moneys will be distributed by April first, and if they give any of the public school moneys—*State, county, or township*—to any district which so failed, they will violate the constitution and the law, and be in danger of indictment. R. D. S.

TO COUNTY CLERKS AND COMMISSIONERS.

Gentlemen :

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county, not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the

means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

Note.—County Commissioners and all County Clerks who receive the JOURNAL OF EDUCATION, would confer a favor on the State Superintendent by filing these published decisions away for reference, and would themselves reap an advantage therefrom.

A POPULAR ROUTE.

THE St. Louis, Iron Mountain and Southern Railway, with its close connections to Houston, Galveston, and Austin, via the International & Great Northern Railroad, is by far the best and most direct line to Arkansas and Texas.

A new and attractive feature has just been inaugurated by Col. H. M. Hoxie, Supt. of the International & Great Northern Railroad of Texas. The movement is of such importance and such an innovation, that it is worthy of notice in the columns of every newspaper in the land. We refer to the new dining car that this gentleman has lately placed upon his lines, and the innovation is the price per meal charged, which is only 50c.

The editor of *The Spirit of Arkansas* says: "We have contended for a long time that good wholesome nutritious meals, could be furnished in first-class places, in good style, anywhere in the West and South, and more particularly in the South, for no more than fifty cents, and still leave a good profit to the one who serves them. We are glad that this good work has begun, and by so good and thorough a gentleman as is Mr. Hoxie. Hotel keepers and restaurant men can now see the hand writing on the wall that will abolish exorbitant prices for hotel bills."

While on this subject we mention the fact that many of the lunch places in the Southwest are in the habit of charging fifteen cents for a cup of coffee or tea, and in proportion for an article accompanying it. This is entirely too much, five cents, or ten at the outside, is sufficient for good profits for anybody. Cannot we have reformation in this matter all around. More good wholesome food, and good coffee furnished at a reasonable profit, and less knock-'em-stiff, eighty-rod whisky."

We second the motion most cordially for wholesome food and good coffee at reasonable rates, and no whisky!

Success to the International and Iron Mountain Route, with these splendid accommodations.

Send 15 cents if you wish to see sample copies of this journal.

Home and the street are the principal places where children are educated in morals and manners, and no matter how fathers and mothers may try, they cannot get rid of their own responsibility as teacher. If the children grow up good and noble men and women, then the parents have failed to do their duty.

Drop Him a Line.

If you wish to perfect yourself in a thorough, practical Commercial Course, or to become a Short Hand Writer, attend and graduate at Johnson's Commercial College, St. Louis. It is one of the largest and best disciplined institutions in this country. For circulars or specimens of penmanship, address, with stamp, the President, J. W. JOHNSON.

11-3 12-2

Help for the weak, nervous and debilitated. Chronic and painful disease cured without medicine. Electric Belts and other appliances, all about them, and how to distinguish the genuine from the spurious. Book, with full particulars, mailed free. Address Pulvermacher Galvanic Co., 292 Vine Street, Cincinnati, O. x7 comly

GOOD ADVICE.

HERE are some practical suggestions worth heeding:

Without rewards a school is dead. Issue weekly or monthly reports. Be punctual to the moment in opening and closing school—in beginning and ending recitations. Get a good, ringing bell on your school house. Keep the premises clean and in order. Don't be afraid of fresh air. Your pupils will copy you in everything, unless indeed they see that you are not worth copying. Then be dignified in demeanor, gentle in address, neat in your person, upright as well in attitude as in character. Be firm; be true; be diligent; study every lesson; you can't teach a class in even the first book without previous study. Suppress lying and discourage the sneak. When your pupils do well, give them some substantial evidence of their well doing by merits, checks, certificates or reward cards.

The American Journal of Education.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

Single subscriptions, \$1 60 per year. In clubs of five, \$1 per year.

PRACTICAL SUGGESTIONS TO SCHOOL OFFICERS.

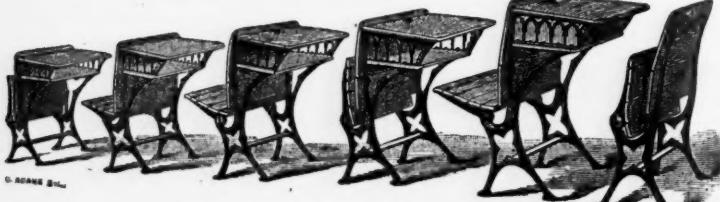
There is a growing conviction on the part of parents, school officers, teachers, and all parts of our schools, that *properly constructed seats and desks* are an absolute *necessity* in every school house. Not only comfort, but the *health* of the pupils demand this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We again call attention to this matter *thus early* and *specifically*, because we have found in an experience extending over more than twenty years, that in furnishing school houses great trouble and annoyance has been caused by the *delay* on the part of those whose duty it was to order seats and desks. **SIXTY DAYS** should be given to get out the order, and get it to its destination, to insure its being *on hand* and *set up* in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of the varieties, sizes and styles of school desks I manufacture, and there is no profit in the business to warrant such an outlay of money.

We have known those whose duty it was to provide these things, to *delay* ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that the goods have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were *no seats*—and the school became demoralized for weeks, because the seats and desks were not ordered in time.

We repeat, orders should be given at least **SIXTY DAYS** before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when *the foundation of the building is being laid*.

Now comes the question as to which is the *best desk to buy*. We prefer to quote what those say who have used our desks for more than ten years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from Dr. W. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—

Of Our Home Endorsements!



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1, to start the rows with.

J. B. MERWIN, 704 Chestnut Street, St. Louis:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial of more than ten years, give entire satisfaction. The

"New Patent Gothic Desk,"

with curved Folding Slat seat, with which you furnished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,
Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

Tools to Work With!

Please remember that the most eminent, experienced and practical educators we have, say it is a *fact* that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty or thirty times as much work* in all branches of study with these helps as he can do without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

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A Globe, Crayons, Erasers, &c., &c.

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Dealer in School Supplies of all Kinds, 704 Chestnut Street, St. Louis, Mo.

PATENT GOTHIc DESK.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give a cut below of the numbers and sizes so that school officers may know how to order, and what sizes to order.



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1, to start the rows with.

Size 1, High School, for two pupils from 15 to 20 years of age. Price, \$7.00.

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Size 3, First Intermediate, for two pupils from 10 to 13 years of age. Price, \$6.50.

Size 4, Second " " 8 to 11 " Price, 6.50.

Size 5, Primary, for two pupils from 5 to 9 years of age. Price, \$6.00.

We manufacture several kinds of *lower priced* desks. **Send for circulars.**

"The Combination Desk and Seat."



Desk-

Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

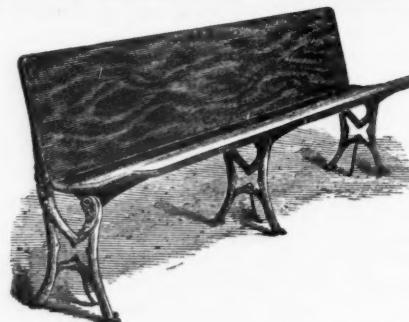
Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as the improved school desks in the first place. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

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Curved Slat Folding Seat—No. 103. Ash or poplar stained. Made any length required. Standard length, 8 feet.

Aside from the desks, a good Teacher's Desk, Chair and Recitation Seat, which are necessary to the complete furnishing of a school room, a good set of Common School apparatus, embracing say a set of Pump's or Guyot's Outline Maps and Key, cost from..... \$20 to \$30 00

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Hemisphere 5 inch Globe..... \$8 10 to 17 00

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Numerical Frame..... 3 25

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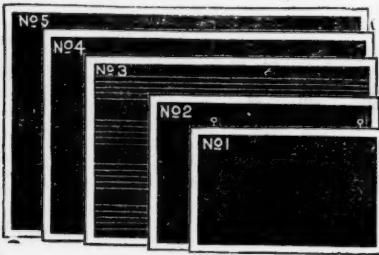
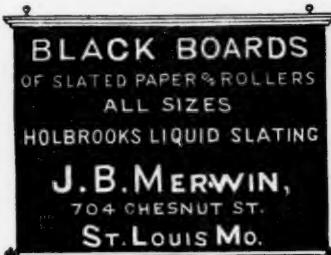
About SHIPPING.—We ship all desks, except one with each order, in knock down; this method secures low freight rates and obviates all possibility of breakage; the one desk is put up ready for use, and with our printed directions, will enable any one to put together the desks for 25 cents each. All screws, ink-wells, foot-rests, &c., to entirely complete the desks, are included without extra cost.

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Styles, Sizes and Prices.

Style A.	Size	Style B.	Size	Style C.	Size	Blackboards of Wood, Ash or Wal. fr.
No. 1, 2x2 feet (see cut)	60	Style B, Size No. 1, 2x3 ft. (see cut)	83 50	Style C, Size No. 1, 2x3 ft.	83 50	Style B, Size No. 1, 2x3 ft. (see cut).....
2, 3x3	1 35	" 2, 2 1/2x3 1/2 ft.	5 25	" 2, 2x3 ft.	5 25	" 2, 2 1/2x3 1/2 ft.
3, 3x4	1 80	" 3, 3x4 1/2 ft.	7 00	" 3, 3x4 1/2 ft.	7 00	" 3, 3x4 1/2 ft.
4, 3x5	2 25	" 4, 3 1/2x5	9 50	" 4, 3 1/2x5	9 50	" 4, 3 1/2x5
5, 3x6	2 70	" 5, 4x6	12 00	" 5, 4x6	12 00	" 5, 4x6
6, 3x7	3 15	" 6, 5x7	14 50	" 6, 5x7	14 50	" 6, 5x7
7, 4x5	3 60	" 7, 6x8	17 00	" 7, 6x8	17 00	" 7, 6x8
8, 4x6	4 20	" 8, 7x9	19 50	" 8, 7x9	19 50	" 8, 7x9
9, 4x7	4 65	" 9, 8x10	22 00	" 9, 8x10	22 00	" 9, 8x10

Music lines extra.
The above are mounted on rollers, with hooks and rings for hanging up.

I ship by express, and in ordering parties will please specify the style of board wanted, whether A, B, C, and number, whether No. 1, 2, 3, 4, &c.

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Office C. B. Clark, Architect, St. Louis, Mo.

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For prices, address with stamp for reply,

INDESTRUCTIBLE DESKS.

CENTREVILLE HIGH SCHOOL, Texas, July 28, 1877.

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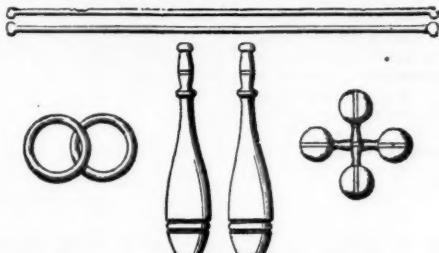
Somewhat more than two years ago, we purchased one hundred of your Patent Gothic Desks. We are greatly pleased with them. Not only do they admirably economize space, and sustain the back of the pupil by their peculiar and judicious construction on physiological principles, but there is one quality of which I would particularly bear record—and for which I can command them—their indestructibility. Not one breakage has occurred among them all.

Success to them and to your enterprise in Texas, is our invocation.

Very truly yours,

PROF. C. P. McCROHAN

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Dumb Bells, polished walnut, per pair,	60c	to 75c.
Hand Rings	"	"
Wands,	"	"
Clubs,	"	"
" (large)	"	\$1 75
		\$3 00 to \$7 00.

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Cheap Fares by the People's Line

The Ohio and Mississippi Railway Co. will inaugurate a reduced local tariff from March 1st, 1878 which upon examination proves to be the lowest rates for passenger traffic in existence in the west, and is in accordance with the liberal ideas entertained and acted upon by its managers since they came into possession of this great highway between the West and the East. In 1876 the passenger tariff was reduced from an arbitrary rate of five cents per mile to four (equivalent to a reduction of 20 per cent), and in addition, a system of round trip tickets between all stations was introduced at three cents per mile (equivalent to a reduction of 40 per cent).

The results of this highly important and very liberal step for the benefit of its patrons disagrees with the predictions of those unfriendly to the move, as the steady increase in the number of passengers carried and earnings on the local business since has been sufficient to encourage the company to make the still further reduction referred to above, believing they will be justified in so doing by increased patronage and the hearty support of all who may have occasion to use this deservedly popular line.

From above date the basis for single trip tickets will be three cents per mile, and for round trip tickets two and three-quarters cents per mile—good until used. Freight train orders, good for train and day only, will be sold at two and one-half cents per mile.

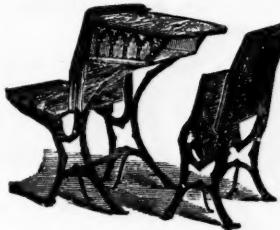
This is the first instance where a western road has had the courage to reduce to a figure which heretofore has been considered low and below a paying basis for railroad managers.

It is confidently expected that this reduction will help the freight business of the company by giving farmers and others inducements to travel, and dispose of their freight at the best market.

10-2-12

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THE Desks and Seats used in the Model School House exhibited at the Centennial Exposition were the "New Patent Gothic" style, as shown in the following cut,



and are used exclusively in the public schools of Philadelphia, and this city gave its unqualified endorsement of this "New Patent Gothic Desk" by a unanimous re-adoption of them after five years of trial, during 1871, 1872, '73, '74, '75, and 1876.

The curved back and curved folding seat conform exactly to the person of the occupant, so that in using this seat the pupil sits in an easy, upright, and healthy position.

The Philadelphia Board of Education, after thoroughly testing this desk for five years, and re-adopting it for exclusive use during 1876, give a most emphatic testimony to the truth of the statement of Dr. Wm. T. Harris, Superintendent of Public Schools of St. Louis.

Dr. Harris says: "These New Patent Gothic Desks, used in the High School in this city, after a thorough trial, give entire satisfaction, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

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